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ABSTRACT

This document reports on the success of a peer counseling program funded on a college campus through the EXXON Education Foundation. The program sought to: (1) increase the size of the counseling staff; (2) provide students with necessary survival skills, diagnostic testing, and counseling; (3) minimize unnecessary attrition and early transfer; and (4) increase the probability of success in college through certain counseling objectives. Ten students, chosen through a rigorous selection process, were provided with 30 hours of paid training in which they learned the many duties and responsibilities that they would have as peer counselors. Initial results from implementation of the program were even greater than the authors expected. Some early results of the student-to-student counseling were: (1) the total number of withdrawals during the semester decreased; (2) the total number of program changes was reduced by nearly 200; (3) faculty, staff, and students felt that the image of the university in responding to the individual had been strengthened by the program. A more complete evaluation of the project is planned at the conclusion of the first complete year. (Author/PC)

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PRELIMINARY REPORT
January 24, 1975

THE UNIVERSITY OF WISCONSIN CENTER
WASHINGTON COUNTY

Student-to-Student Counseling

Roland A. Baldwin, Director of Student Services

INTRODUCTION

The University of Wisconsin Center-Washington County received a grant for the 1973-74 school year under the Veterans Cost of Instruction program for the purpose of extending special support services to campus veterans. Among the services provided these students during that year were tutoring, reading and study skills improvement, special helps in obtaining other veterans benefits, and academic counseling. Some of the grant money was also spent exploring further programs which might be used in assisting our veterans adjust more successfully to the demands of the University.

Our interest, as a Student Services staff, however, was never limited exclusively to the veterans. Many of the services extended to the vets under this grant were made available to other students as well. The search for new and more effective counseling services was conducted with the welfare of the entire student body in mind.

A bulletin from the EXXON Education Foundation, describing their program for funding educational innovations, was circulated on the campus during December, 1973. One of the four IMPACT programs described in their materials was student-to-student counseling. The objectives and services of student-to-student counseling appeared to coincide with the needs and goals of our local counseling efforts; therefore, requests for further information were made.

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Contact was established with Dr. William F. Brown, Professor of Educational Psychology at Southwest Texas State University and author of Student-to-Student Counseling: An Approach to Motivating Academic Achievement. Dr. Brown had been awarded the American Personnel and Guidance Association's annual award for "outstanding creativeness, initiative, and leadership in establishing, developing, and improving counseling and guidance practices in America" in 1967. The award was based on his work in student-to-student counseling. His model was the program being funded by the EXXON people to encourage its implementation on interested campuses.

Dr. Brown was most helpful in providing a wide variety of helps and materials pertaining to his innovative approach to peer counseling. He also encouraged our applying for funding through the EXXON Foundation as a means of implementing a pilot project at UWWC.

Brown's materials were thoroughly reviewed and a recommendation was made to Dr. Robert O. Thompson, Dean of UWWC, that we submit a funding proposal to EXXON. Dean Thompson approved the recommendation and expressed strong

support for the undertaking. A proposal was prepared and subsequently forwarded to the EXXON Education Foundation in New York on February 27, 1974.

On April 12, 1974, we were advised that UWNC had been selected to attend a Student-to-Student Counseling workship in connection with our grant proposal. Twelve schools were to spend three days working with Dr. Brown and his staff at Southwest Texas State University in San Marcos, learning more about the program. We were also instructed to prepare a 10-15 minute briefing on our project plans for presentation during the workshop. It was learned later that only half of the participants were to be funded and that our briefing was to be considered in the final selection process.

The workshop was conducted by Dr. Brown from May 29 through May 31 with sessions that ran from 8 a.m. until nearly 10 p.m. each night. The following activities and experiences were included during the three days:

1) Show and discuss the 22-minute sound filmstrip: "Student-to-Student Counseling to Aid Academic Adjustment."

2) Present and discuss a two-hour student-to-student counseling session involving test interpretation and study skills analysis.

3) Present and discuss the initial two-hour training session for student academic counselors.

4) Show and discuss the 25-minute sound filmstrip: "Student-to-Student Study Skills Instruction."

5) Demonstrate and discuss use of the special testing and guidance materials developed for student-to-student academic counseling.

6) Hear and discuss reports from the directors of new programs at Laredo Junior College, St. Edward's University, and Southwest Texas State University.

7) Provide scheduled question and answer sessions covering all the following discussion topics:

   a. Delineation of Counseling Responsibilities and Competencies.

   b. Selection, Training and Supervision of Student Counselors.

   c. Operational Characteristics of a Peer Counseling Program.

   d. Materials and Procedures Employed in Peer Counseling.

   e. Adaptability of the Student-Counseling-Student Approach.

   f. Strategies for Evaluating Student Counselor Effectiveness.

The following consultants were also available throughout most of the workshop to work with groups and individuals:

1) F. Eugene Binder, Director, College Assistance Migrant Program, St. Edward's University.

2) Mary Evelyn Grant, Director of Peer Counseling, Southwest Texas State University.

3) Warren L. Haslam, Director, Testing and Counseling Center, Laredo Junior College.

4) Floyd Martine, Dean of Students, Southwest Texas State University.

5) Vernon G. Zunker, Director, Testing and Counseling Center, Southwest Texas State University.

6) Dick Johnson, representative from EXXON Education Foundation.

On July 3, 1974, UWWC was notified that our funding proposal had been selected by the foundation for funding in the amount of $4,324. We were authorized to begin our implementation procedures immediately.

Between July 3 and August 26 student counselors were screened, selected and trained; new student program planning sessions were held; survival orientation was carried out; and the continuing procedures for student-to-student counseling were established. An in-depth description of the entire program follows in this report.

STUDENT-TO-STUDENT COUNSELING
AT UWWC

I. Objectives

The objectives adopted by the UWWC Student-to-Student Counseling program are a synthesis of ideas from many sources. Credit must be given mostly, however, to Dr. Brown and his book: Student-to-Student Counseling: An Approach to Motivating Academic Achievement. These objectives are as follows:

1) To effectively increase the size of the counseling staff and, thereby, expand the quantity and types of services available to students.

2) To serve as a liaison between students and faculty/administration.

3) To provide students with the necessary survival skills, diagnostic testing, counseling and reassurance to keep open admissions from becoming a "revolving door."

4) To minimize unnecessary attrition and early transfer.

5) To increase the probability of success in college through the following counseling objectives:

   a. To motivate each student toward developing more effective study habits.

   b. To improve each student's study efficiency through improved organization of his study activities.

   c. To improve each student's study efficiency through improved reading and writing techniques.

   d. To improve the self-direction of each student through the development of meaningful and realistic academic goals.

   e. To help each student develop a realistic understanding of non-academic university life and peer acceptance problems.

6) To achieve the major counseling objectives through the following specific guidance objectives:

   a. To facilitate individual orientation to the university community by explaining social rules, regulations, and procedures and promoting personal-social adjustment to college life.

   b. To help each student understand the college's academic program by explaining scholastic regulations, graduation requirements, and college curricula.

   c. To provide students with academic survival information by surveying common academic adjustment problems, advising

on effective time management procedures, and reporting student assistance resources available to all students.

d. To help each student understand his potential academic problems by interpreting results of standardized ability and achievement tests, surveying current study behavior and scholastic motivation, and planning appropriate corrective measures for identified academic problems.

e. To help students develop an efficient study program by giving advice on effective methods for reading textbook assignments, taking lecture notes, writing themes and reports, and passing examinations.

II. The Counselors

A. Selection

The major key to the success of student-to-student counseling is inseparably connected to the effectiveness of the counselors themselves. Proper selection, therefore, becomes, perhaps, the single most important task in implementing the program.

To qualify as a counselor a student must certainly understand the objectives, as described above, and be interested in providing the necessary services to fellow students. Due to the hours of training required, the time needed to work in the program, the inevitable demands and frustrations of counseling, and the minimal monetary compensation for one's services, the student would need to have a great deal of dedication to student-to-student counseling. Basically, the required skills for counselors can be summarized as follows:

1) Interested in working with small groups and individuals, and be interested in their welfare.

2) Able to interpret general guidance objectives and institute activities to achieve these objectives.

3) Familiar with the materials used in peer counseling.

4) Thoroughly acquainted with university regulations and procedures of concern to students (e.g., academic regulations, associate degree requirements, etc.)

5) Knowledgeable concerning campus services for refering counselees with special needs.

6) Able to interpret study skills and attitudes tests and use data to help the counselee identify strengths and weaknesses and plan appropriate corrective actions.

7) Familiar with and able to demonstrate good study techniques (e.g., taking notes, budgeting time, etc.).

In addition to the above qualifications, a student's academic stability was considered to be an important factor. For that reason, a letter, describing the planned program and inviting interested students to apply for the counseling positions, was sent only to students who had earned at least a 2.5 GPA during the spring semester of 1974. Both part- and full-time students were encouraged to participate and it was noted that there was a need for adults as well as for students of traditional college age. It was important to have a varied group of counselors for the program.

A total of 46 students responded positively to the above letter and were invited in for an initial interview with the program director. Twenty-six students were eliminated during the first round of interviews for various reasons. Many chose to withdraw after the full scope and nature of the counseling responsibilities were explained. Others felt that the time

commitment would be more than they could afford.

The remaining 20 students were invited to complete an application and personal data sheet and then return for a more-in-depth orientation session. The orientation began with the film strip: "Student-to-Student Counseling to Aid Academic Adjustment." This was followed by a discussion of the required training sessions and the proposed plan of attack for UWWC. The students were then interviewed a second time by the director and the field was narrowed to 15. All of these individuals were subsequently participants in the actual training program which began on July 15.

Only 10 students were ultimately chosen to become student-to-student counselors. The final selection process followed the training period and will be described at that point in this report.

B. Training

The students were not paid for the training period for two reasons: 1) We wanted to save as much money as possible for actual counseling activities. 2) More people were allowed to participate in the training. The students indicated that this was not a problem because of the valuable experience the training session provided. Several indicated specifically that even if they had not been selected as counselors the experience would have been well worth their time. The five students who were eventually screened out of the program echoed this same sentiment.

Our first obstacle was time. We had only from July 15 until August 24 to prepare for orientation and the opening of the fall semester. This, of course, was further complicated by vacation and student work schedules. A normal schedule would allow most of the training during the previous spring semester.

Thirty hours of training were needed, and it became necessary to run a morning session for part of the group and an evening session for the remaining students. Ten 3-hour sessions were scheduled, running from Monday, July 15, until Tuesday, August 13. Three joint Saturday sessions were held. The training activities were as follows:

Session	Activity
1	Overview of program concepts, objectives, procedures, and results. Counseling materials familiarization and counseling dynamics analysis.
2	Administer Effective Study Test to counselors. Scholastic success factors and scholastic motivation analysis. Discuss and demonstrate Study Skills Survey evaluation.
3	Administer Study Skills Survey and demonstrate

test interpretation using EST results of counselors. Counselors role play test explanation and interpretation.

4 Demonstrate and discuss survival orientation activities. Analyze test interpretation objectives, procedures and interpretation. Role play counseling techniques and typical counseling steps.

5 Analyze and discuss survival orientation objectives, procedures and activities.

6 Evaluate study habits evaluation objectives, procedures and activities. Role play and demonstrate study skills instructions.

7 Discuss who, what, where, why, when and how of counseling referrals. Demonstrate and role play study habits evaluation.

8 Review program objectives, procedures and materials. Guest speaker: Ralph Russell (Interpersonal Communications). Review and demonstrate survival orientation activities.

9 Review test interpretation, study skills, study habits evaluation and study skills instructor. Role play typical counseling session situations.

10 Plan survival orientation activities and make assignments. Prepare audio visual materials and campus tour.

In addition to the above training sessions, the students spent a great deal of time assisting in new-student program-planning sessions and preparing presentations for the sessions.

In connection with the counselor's training it is well to note that the counseling limitations of such counselors were emphasized. The following is taken from the Student Counselor's Handbook:

Counseling Limitations

Student academic counselors must recognize their limitations as counselors. The major counseling cautions to be observed may be stated as follows:

1) The student academic counselor should not attempt to make decisions for the counselee. He should, however, suggest various possible solutions to a student's problem and aid the student in examining the limitations, alternatives, and

consequences of proposed action.

2) The student academic counselor should not attempt to help a counselee solve problems involving serious mental or physical disorders. He should, however, assist such students to recognize their need for competent specialized help and initiate action to insure the student's proper referral.

3) The student academic counselor should not allow his own personal biases, attitudes, beliefs, values, and needs to dictate his handling of a counselee's problem. He should, however, recognize that these will affect his reactions to student problems and influence the kind of relationship that he has with students.

4) The student academic counselor should not criticize or evaluate the personality or behavior of any instructor during discussions with a counselee. He may, however, suggest that the counselee approach an instructor who is involved in the counselee's problem in order to gain the instructor's point of view and discuss the problem with him.

5) The student academic counselor should not tell a counselee his raw scores on psychological tests. He should, however, utilize centiles derived from local norms to aid the student in discovering his potential strengths and probable weaknesses.

6) The student academic counselor should not gossip about a counselee or betray a student's confidence on matters of a personal nature. He should, however, remember that his official status will not allow him to remain silent on some matters although this sometimes poses a difficult ethical question. (The American Psychological Association advises that the client's best interest is the most appropriate yardstick to use in deciding where, when and how to seek professional assistance in helping the student.)

7) The student academic counselor should not encourage a counselee to believe that he can increase his native intelligence. He should, however, encourage maximum use of the ability that the student has by helping the student make a realistic inventory of his strengths and weaknesses. (Test data is one guide to such strengths and weaknesses, as is academic background. However, test results are limited in that they are more likely to specify a "floor" of academic ability rather than a 'ceiling".)

8) The student academic counselor should not do all the talking

in a counseling situation. Instead, he should encourage counselees to express themselves frankly and freely so that he can help them identify, analyze, and suggest solutions for their own problems.

Duties and Responsibilities of Counselors

1) Assist in new-student summer program-planning sessions.

2) Plan and carry survival orientation for new students.

3) Maintain weekly office hours in student-to-student counseling office.

4) Assist students in using University resources.

5) Set up appointments with counselees.

6) Provide workshops as needed on improving study skills.

7) Give aid to students who appear friendless and lonely.

8) Keep records of counseling interviews.

9) Refer students to professional staff and faculty for needed services not available from peer counselors.

10) Attend bi-weekly evaluation and training sessions with program director.

11) Develop a relationship with members of the counseling team that will allow for effective interaction.

12) Help students identify realistic academic and vocational goals.

13) Meet with faculty to help them understand student-to-student counseling.

14) Be actively concerned about one's fellow students.

D. Final Selection

During the training sessions each of the trainees wrote two tests--one on study attitudes and one on study skills. The results of these tests were included in the final selection process. The students also evaluated each other on the quality of their in-class presentations and general participation in training activities. At the end of the training period each counselor was asked to rank his fellow counselors according to his perceived effectiveness in peer counseling techniques. The director also conducted a final personal interview with each trainee before combining all of the above items to select the final ten student academic counselors.

Two students indicated during the final interview that they felt unprepared

to carry out the task of student-to-student counseling. One other had been rated very low by the director and the other students on the basis of over aggressiveness and lack of sensitivity to the values of other group members. The other two ranked very closely to the next lowest but were eliminated because of their relative rankings by their fellow counselors. One of these last two was designated as an alternate and was used during orientation.

E. Counselor Characteristics and Pay

The following letter of appointment expresses both the importance of the student-to-student counseling program and importance of high quality in those chosen to work as counselors:

> Dear
>
> I am pleased to confirm your appointment as a trainee in the student-to-student counseling program. You are to be congratulated for your interest in providing a very valuable service to your fellow students. I am sure that you will be well repaid for your efforts.
>
> Being a student academic counselor is both a privilege and a responsibility. It is a privilege because you have been chosen to represent the college to new students. It is a privilege because you have been given an opportunity to help assure each new student's academic adjustment, thereby giving greater meaning and direction to the freshman year in college.
>
> This very privilege makes it also a responsibility. You must always remember that your attitudes are contagious. So it is your responsibility to pass on to the incoming class, by your own actions, those attitudes and ideals that will stand for the best that our college has to offer. Our watchword must always be: Attitudes can't be taught; they must be caught." Being a student academic counselor is also a responsibility because counseling, whether done by students or faculty, carries with it the obligation of professional status, a status that demands sincerity, integrity, and the spirit of helpfulness.
>
> The qualities of a successful student academic counselor are these: (1) good, effective scholarship; (2) high, consistent personal values and behavioral standards; (3) maturity, judgment, and common sense; (4) a sense of responsibility coupled to a sense of humor; and (5) enthusiastic loyalty to the college.
>
> Since I will only be able to work with 10 counselors at completion of the training program, you must keep in mind that 5 of the people in the group will need to be selected out prior to survival orientation. That means that your attendance at the training sessions, your wholehearted participation and preparation for the training program will all have a very important impact on your being finally selected

or eliminated. As you can see from the initial training sessions, there's a lot to be learned and a lot to be accomplished before you will be prepared to begin a full-fledged student-to-student counseling effort. If at any time you have any questions or problems, please feel free to see me.

Sincerely,

The counselors ultimately chosen represent a most exciting group of students. There are seven women and three men, ranging in age from 19 to 47. The 4 oldest are married women. The students represent 6 of the approximately 23 high schools from which UWWC draws its student body. All of the counselors exhibited strong academic records. Their cumulative GPA's ranged from 3.0 - 4.0 with all but 2 falling between 3.0 and 3.5. The student with a 4.0 GPA is an adult student who has completed less than 12 credits.

In all cases the 10 students professed and have demonstrated a high level of interest in helping their peers adjust to the demands of university life. They have been mature and responsible in carrying out their assignments. They have actually spent much more time involved in working with students in need of help than is reflected in their time sheets. In short, their sense of professionalism and dedication has been most gratifying.

The rate of pay for the student counselors is set at $2 per hour. They are expected to put in an average of 10 hours per week or 150 hours per semester. As indicated earlier, the counselors have responded by working as much as necessary to get the job done but have been mindful of our maximum budget when reporting their hours.

F. Supervision

All counselors are under the direct supervision of the Director of Student Services. They meet at least bi-weekly with the Director to report progress, to share ideas and problems, and to receive in-service training. The meetings are important and each counselor is expected to attend. There are many other informal meetings of counselors and Director as needs arise.

On one occasion Dr. Frank Tate, Chairman of the UW Center System Psychology-Sociology Department, visited with the director and several of the counselors prior to a campus speaking engagement. He was showered with questions concerning student behavior and how to deal with the frustrations of their counseling efforts. His expertise was most helpful as an in-service training activity.

Dr. Tom Kroner, a local psychiatrist, will be working with the counselors during Semester II on "Games Students Play" and related ideas about Transactional Analysis. His visit, as well as Dr. Tate's, are examples of in-service experiences provided by the Student Services office.

III. Counseling Activities

A. New-Student Programming

All of the counselors were used during at least one new-student program-planning session as resource persons. This was done while they were still in training to expose them to students and their questions in live situations. Many "typical" student problems which had been discussed in training became realities to the counselors during these sessions.

New students were invited to the summer advising periods in groups of approximately 15. Each session was scheduled to last 2 hours and included the following items:

1) Welcome to UWWC.

2) Overview of the typical transition problems students have from high school to college.

3) What are majors, minors, credits and interpreting other college lingo.

4) How many credits should I carry?

5) How much should I work outside of school?

6) How do I read the timetable?

7) How to plan my Semester I courses.

8) Pre-registration.

9) Description and instructions pertaining to final registration.

10) Invitation to orientation.

The last hour of each session was spent assisting individual students actually schedule courses. The student counselors assisted at this point in seeing that students were pre-registered for the proper courses.

B. Survival Orientation

Survival Orientation was scheduled for the afternoon of Saturday, August 24, preceding the opening of classes. The entire 3-hour orientation was planned by the student counselors around the recommended activities of the Student Counselor's Handbook. The counselors worked in pairs and the activities of orientation were as follows:

1) Welcome by Dean Thompson (approximately 10 minutes)

2) Division of students into 6 groups of 25 each and assignment to small-group assembly areas.
   (Note: The Director and the alternate counselor were assigned to assist with groups and a total of 152 students participated.)

3) Small groups assemble at designated localities.

4) "Effective Study Test" administered (40 minutes).

5) Report college survival facts.

6) Analyze time budgeting problems.

7) Analyze note-taking problems.

8) Analyze scholastic motivation problems.

9) Answer questions about college life.

10) Inventory college rewards.

11) Inventory sources of student assistance.

12) Explain available guidance services.

13) Tour campus.

C. Test Interpretation Sessions

All of the new students who participated in orientation were invited to meet with a student counselor for an interpretation of the "Effective Study Test" results. These were generally small group sessions (i.e., 2-4) held in the student counselors' office. The major objectives of these meetings were:

1) To explain college success factors.

2) To interpret the student's attitudes and habits as reflected in the EST.

3) Explain further counseling available services and arrange additional meetings as needed.

The test interpretation sessions were scheduled during the first two weeks of classes. Seventy-seven students were contacted for test interpretation.

D. Study Skills Instruction

Following test interpretation sessions or as a result of a student's request for help, individualized sessions in such areas as time budgeting, note-taking, text book reading, theme-writing and test-taking were held throughout the semester. Times of highest student interest were at the beginning of the semester and at the 6-week testing period. Two hundred-five individual conferences were held with students in these areas during

Semester I.

The student counselors were assigned specific hours during which they were to be available in the counseling office. Most of the counseling, however, was conducted by the students at hours other than those assigned and, often, at locations other than the counseling office. A rigid schedule for the counseling office was abandoned during light work periods.

E. Study Skills Workshops

In an effort to reach more students, the counselors set up 6 noon workshops in note-taking, text book reading and test-taking. These were held in vacant classrooms on campus but were not terribly successful. Only 15 students participated.

F. Other Activities

Several of the counselors were involved directly in providing tutoring or study-group assistance to students in their classes. One student worked directly with the history teacher in providing help sessions to students experiencing difficulty in History 101. Two others assisted by helping faculty administer tests to a quadriplegic on campus.

Five of the counselors presented a panel discussion on student-to-student counseling to the faculty and staff during the December collegium meeting. They hoped to encourage increased cooperation from the faculty in referring students to the counselors. The director had outlined the program to the faculty during the faculty workshop which preceded the beginning of school in the fall.

IV. Costs

Most of the expenses involved in our first year program have been met at this point with the exception of the second semester payroll for the counselors. By estimating the payroll a reasonably accurate cost picture can be established here. Our budget is as follows:

Student Counselor's Handbooks	15 @ $2.75	$ 41.25
Student Guide to Effective Study	400 @ $192.50/100	770.00
Instructor's Manual for SGES	12 @ $30.00/pkg. of 12	30.00
Student-to-Student Tips	1 pkg. of 400	70.00
Study Skills Illustrators	1 pkg. of 500	105.00
Guide to Writing Research Papers	50 @ .45	22.50
Study Skills Survey		
Test booklets (reuseable)	1 pkg. of 200	45.00
Workbooks	1 pkg. of 200	27.50
Manual of Directions	15 @ .35	5.25
Effective Study Test		
Test booklets (reuseable)	1 pkg. of 200	45.00
Correcting stencils	10 @ .60	6.00
Manual of Directions	10 @ .50	5.00
TOTAL SUPPLIES		$1,172.50
Student Counselor salaries	1500 hours @ $2.00/hr.	3,000.00
GRAND TOTAL		$4,172.50

It should be noted that many of the supplies are reuseable and that only the Student Counselor's Handbooks would need to be purchased new each year. Answer sheets would need to be purchased as needed; however, we have a supply of 500 on hand for each of the two tests from our veterans' program and the replacement cost is minimal.

Another area which could cut the costs would be to make the Student Guide to Effective Study available through the bookstore and require the students to purchase copies as a part of orientation.

A final consideration for reducing costs would be cutting the number of student counselors in the program. The more counselors available, however, the better able we are to reach all the students who need to be reached. A larger number of counselors also reduces the time needed to reach our counseling objectives. The individual counselors should not be overloaded if they are to function properly both as counselors and students.

V. Summary

Dr. Brown and others involved in student-to-student counseling are convincing in their defense of para-professional peer counseling. The program's success in achieving the guidance objectives among confused new students is even greater than they first expected. The key to this success is the acceptance of the counselors by their peers. In the words of Dr. Brown in the preface of the Student Counselor's Handbook:

> "Simply stated, college freshmen are more willing to accept and use peer-delivered guidance because they perceive their peers to be capable of giving more realistic advice. The guidance offered by student counselors gains greater acceptance by freshmen because the student counselor 'speaks the same language and shares the same problems'."

It is too early to effectively evaluate the success of the program at UWWC but some results seem noteworthy:

1) The total number of withdrawals during Semester I decreased over the same period last year.

2) The total number of program changes was reduced by nearly 200 over last fall semester.

3) Faculty, staff and students feel that the image of UWWC in responding to the individual has been strengthened by the program. Student-to-student counseling is consistent with the claim made by UWWC that, as a small campus, it can provide a significantly more personalized educational program than larger universities. Student-to-student counseling along with our new faculty advising system are working together to improve the guidance contact with UWWC students.

Plans for spring semester include new-student orientation, contact with all students on academic probation, renewed efforts to provide counseling services to all other students in need, and training for next year's counselors. A more complete evaluation of our pilot project will be made, therefore, at the conclusion of the first complete year.

APPENDIX

I. SELECTED RESPONSES FROM STUDENT QUESTIONNAIRE

QUESTION: In what problem areas did a peer counselor assist you?

RESPONSES:

3 Selecting a schedule of classes
1 Understanding the college catalog
1 Understanding college procedures and regulations
5 Learning how to study
1 Referring me to a professional counselor
4 Willing to listen to my problems
1 Giving me information about 4-year colleges and other institutions
1 Formulating my vocational plans
1 Choosing a curriculum
3 Understanding my own abilities
1 Understanding my own limitations
4 Inspiring me to do well in college
1 Having respect for myself
2 Making my own decisions and locating people for specific questions, for example, financial aids.

QUESTION: What recommendations and/or suggestions can you offer to help us in improving and developing the peer counselors to better serve the needs of our students?

RESPONSES:

"I was only exposed to one counselor. What I saw and knew about her as far as counseling is concerned, no visible improvement is needed."

"If it wasn't for this particular counselor, last semester would have been about the worst three months in my life. I think that tells how I felt about my counselor."

"It's hard for a new student to go up to someone he doesn't know and talk about his problems concerning school or otherwise."

"None"

"I didn't have too much need for a student counselor so I don't know how effective or ineffective they are."

"For being a new program, I think that the student counselors are doing a good job. But I have one criticism. I think that the student counselors should treat each student's problem individually. In my opinion, the student counselors have the impression that each student who has a reading problem, for example, has this because of one single factor....."

"I think that the student counseling program is a good idea. I am thinking about joining it myself. I would not be too pleased if UWWC gave up the student counseling idea."

"I feel that only a certain percentage of students need counselors. I feel

that since I had done well in high school, I was able to adapt to college. I did not participate; therefore, I am not qualified to give any suggestions for improvement. Personally, I prefer my faculty advisor to the student counselor idea."

II. SELECTED RESPONSES FROM FACULTY/STAFF QUESTIONNAIRE

QUESTION: Do you feel the peer counselors are affecting the college image? If yes, how?

RESPONSES:
"I have heard some feedback indicating the students appreciate this concerned and interested service."

"I feel each counselor shows students an example of his own hard work and success. Whenever this is done it speaks well for the college."

"On the positive side, it breaks down barriers that normally exist between faculty and students. On the negative side, I am not sure that the evangelical approach, which is evident in some of the counselors, is appropriate in this program or for the university."

"I just have a vague feeling that they contribute to the image of our campus as a small school with capabilities and desire to provide personal attention to students in need."

"Uncertain. I feel they've been very much 'out of public view'."

"(Image is poor choice of words.) I believe that the number of students reached was quite remarkable for a new program."

"Do not know."

"Don't really know. Possibly they help the image (in the eyes of other students) by emphasize the need for academic study."

"Don't know what you mean!"

"Favorably."

"Personalizing it."

"By making better students."

"Yes. I don't know for sure--just a feeling."

"I think that students feel that the college is trying to offer every possible aid it can for scholastic and also personal problems"

"Making it an open, helpful image rather than cold and impersonal."

QUESTION: Have you had occasion to refer a student to a peer counselor?

If so, please comment briefly regarding the peer counselor's readiness to help, general attitude, etc.

RESPONSES:
"Yes....good response."

"No, but I have made all the students whom I advise aware of the program."

"Yes, but I'm not sure how it finally turned out."

"Yes, on four occasions directly plus general discussion in class. Counselors very helpful--went out of their way to help students....."

"No, except I mentioned the counselors in lecture announcements."

"Yes. Good."

"Very helpful--the relationship continued--and resulted in improved grade."

"Yes. Counselor more willing than student."

"I have referred approximately 15 students to peer counselor. Did not personally follow up."

"The readiness to help and attitude was always very good."

"Not to a particular counselor, but to the counseling program. Having ascertained the difficulties experienced by the students, I have asked if they have taken advantage of the program. The answer has been usually, no; nevertheless, I have explained the program and urged them to take advantage of it."

QUESTION: What recommendations could you offer that might improve services given by the peer counselors?

RESPONSES:
"A list of the counselors and the hours of their availability."

"They might be more closely tied to specific courses and the training might be a bit more rigorous. A little more direct contact with faculty might also strengthen the program."

"Probably need increased efforts at identifhing students in need of the kind of help provided by the peer counselors."

"The session at a recent faculty meeting helped inform me better of the counselors, capabilities, etc. More information to and from faculty would help awareness."

"1. Assign counselor to faculty member to assist in encouraging referrals.
2. Continue and increase involvement in orientation."

"Let us (faculty) know if they are working with any of our students. Perhaps

we could give the counselors some insight that may help."

"Have teachers talk about the program in their classes, make students aware of areas where counselors could help."

"Perhaps they could be described as sources of 'information' rather than only 'counselors'--some students may be more willing to seek information than counseling."

"Might consult with faculty--unless they don't have any question--which they might not."

"More interaction between faculty and peer counselors. Both do part of the whole job."

"It would be helpful if a person who is a counselor in a particular discipline would stop by and identify themselves. I for one was impressed to see that one or two people were counselors of geography students. Neither of these people has ever spoken with me, nor has either taken a course from me."

"Keep up the good work."

"Explore more ways of getting counselors and potential counselees together."

QUESTION: From your experience, what is your general opinion of the peer counseling program?

RESPONSES:
"Excellent--if we can get students to them."

"I am enthusiastic and hope that it continues."

"Great! Let's keep it going."

'Excellent."

"Seems to be okay."

"Very good. The only problem I see is a tendency to get so involved in difficult cases that it is disturbing to the counselor."

"Good, although I didn't see much of it."

"Good."

"Very good--definitely fulfilling a need."

"Excellent idea--will improve as campus becomes more aware of its possibilities. Counselors seem well chosen and capable."

"I have no reason to object to it and, though I have no real first-hand experiences to verify its effectiveness, I assume it is being helpful and

hope it can continue."

"Very positive. A good addition to our college and our commitment to 'individualizing education'."

"I see it as a very positive and necessary part of this campus. I hope it continues."

"At the moment my opinion is quite positive. But I will withhold final judgement until more experience and data is available."

"My experience is very limited. I feel it is a valuable program. I base this feeling on what 4 students have told me about it. Two were counselors. Two were students being helped."

"Needed and a good idea."

III. SELECTED RESPONSES FROM COUNSELORS' QUESTIONNAIRE

QUESTION: How many individual conferences did you hold during the semester?

RESPONSES: 189 plus many informal sessions

QUESTION: How many conferences did you have with faculty members concerning your counselees, if any?

RESPONSES: 24

QUESTION: How many conferences did you hold with the Student Services staff concerning your counselees, if any?

RESPONSES: 16 plus in-service meetings

QUESTION: How many referrals did you make to faculty members?

RESPONSES: 46

QUESTION: How many referrals did you receive from faculty members?

RESPONSES: 26

QUESTION: How many referrals did you make to the Student Services office?

RESPONSES: 22

QUESTION: How many referrals did you receive from the Student Services office?

RESPONSES: 5 identifiable

QUESTION: What kinds of special things did you do in an effort to encourage

and publicize the Student-to-Student Counseling program as an individual?

RESPONSES:
"I talked to the friends of students who were having trouble. I talked to all my sophomore acquaintances...."

"I participated in a note-taking clinic. I helped several students in my Geography 110 class. I helped them to prepare for the tests."

"I talked it up a lot with other students, also helped with test-taking clinics. When giving advice to kids informally, I'd mention those were the kinds of things we learned in our training."

"Talked with my current and past teachers; talked to class members who seemed to have problems studying; listened to anyone in student lounge (did they teach me some things!)"

"I talked about it to some of the teachers, asking them to mention the program to their classes, letting their students know that this help is available."

"Tutored history. Encouraged some people into starting school. Bugged some instructors about referrals."

"Word of mouth and posters."

"About the only thing I can think of is telling people about it--both on and off campus. A short article in the paper once."

"...just the talk to the collegium and helping administer tests to a crippled student."

"I don't honestly feel that anything I did to encourage and publicize the program was 'special.' I did talk to students and faculty about how special and useful the program is. On two occasions I also gave a brief discussion of the services offered by the counselors to two classes and encouraged use by all, stressing that you didn't have to be a failing student to get help."

QUESTION: Has the peer counseling experience been helpful to you personally? In what way?

RESPONSES:
"First of all, it has helped me academically--with my own study habits and time use. Secondly, it has made me aware of the peers' academic and social problems."

"I have begun to understand other students better. The problems that I have tried to solve let me understand how students have difficulties in academic areas. Perhaps this will enable me to teach more effectively after college."

"I learned a lot during training. I've also become more aware of student

problems. I used to think some students were just lazy."

"First, it has made me think about college--what it means to me. It has made me a better listener and let me vicariously experience college problems, failure and success in others. Counseling has made me aware of communication problems and what 'point of view' means."

"I think it has given me a little insight into different kinds of people, maybe being able a little bit to help people even though they themselves may not be aware that they need help. It has helped me academically as well."

"I learned how to study myself."

"I found students more complex than I had thought and many of their problems were mine also."

"1. Through training I've learned better study methods and better ways to organize my time. 2. I've been able to observe how emotional, family or money problems can affect thinking."

"The workshop alone was a valuable learning experience. It made me aware of my own weaknesses and has helped me strengthen my abilities not only as a student but as a person."

"Yes. The counseling program has been helpful to me in several ways. First and probably most important, it has helped me to listen to people (really listen). Secondly, the program has helped me to better my study habits and better organize my time. In general the program has helped me to realize alot about people. Of course the most obvious way a program of this type would be helpful to the counselor involved is the inner satisfaction you get from helping someone learn to help themself."

QUESTION: What is your general opinion of the peer counseling program?

RESPONSES:
"It probably isn't fair to judge the program on one semester. If I were to look at the program as a business pers n I would say it failed. I'm not sure I would justify money spent for the returns we got. Fortunately I don't have to look at the program that way."

"I believe the concept is worthwhile and should not be abandoned. We knew it would be difficult. I doubt that we can say it was a success or failure on the strength of only one semester."

"Needs more time to establish itself and more publicity."

"I feel it helped many students (including myself) in learning to study."

"Excellent. It may have seemed a little discouraging at one time, but I think that even if we only help a few students with real problems, the whole program is worthwhile."

"I feel the idea of student counseling is full of potential. I am more

enthusiastic than last summer, though the reality of reaching people must be solved."

"I think it's great! I just wish I had more school time to commit to it. Right now I'm seriously thinking of resigning from collegium."

"I think it has a unique place on a commuter campus. We have special problems to deal with (jobs, home life, etc.) and we seem to have some success with these problems."

"My general opinion is that it is healthy and necessary. I don't feel personally satisfied with the results of the past semester, but we learn by our mistakes."

"The program is a very good one. I highly regard the program and feel it has done a great deal for our campus."